

Inspection of Training and Skills Centre

Office Suite 2/3, Accent Business Centre, 132 Barkerend Road, Bradford BD3 9BE

Inspection dates: 23 to 25 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

The expectations staff have of pupils are low. Several pupils do not follow the instructions that staff give them. They refuse to do the work set and demonstrate challenging behaviours. Some show disrespect towards staff. For instance, they do not adapt their language when speaking to staff. Inappropriate language is used frequently. There are frequent confrontations between staff and pupils. This creates a negative atmosphere in school. The negative atmosphere has become the norm and is accepted by staff and leaders. Some pupils told inspectors that they were distracted by frequent confrontations between staff and pupils.

For the most part, pupils get on with each other. There is very little bullying, but neither is there a culture of respect between pupils. The very small number of pupils who agreed to speak with inspectors said that they felt safe when in school. However, there are weaknesses in the arrangements to protect pupils which could potentially cause them harm.

There are no additional activities provided by the school, nor any wider experiences to broaden pupils' horizons and enrich their lives. Leaders and staff do not place enough focus on developing positive character traits in pupils. Pupils do not gain the skills and attributes needed to make a positive contribution to society.

What does the school do well and what does it need to do better?

Leaders and the proprietor took up their roles in April 2022. At this point, leaders and directors identified some very broad areas for improvement. However, since then, the pace of improvement has been too slow. Many aspects of the school are weak and need to be developed further with urgency.

The quality of education that pupils receive is poor. The curriculum does not enable pupils to gain subject-specific knowledge and concepts. Plans do not identify the knowledge pupils need to gain in order to develop their understanding. Teaching staff are unclear about what they want pupils to learn in lessons. As a result, in class, pupils undertake disconnected low-level activities that are often not related to the subject. For example, they make posters in English about social issues. Even though teachers set pupils low-level tasks, pupils do not always have the vocabulary they need to complete them.

Teaching staff do not have strong subject knowledge. They also lack expertise in the different methods that can be used to help pupils to learn. Teaching staff cannot explain important ideas to pupils. As a result, pupils learn very little during their time at school. For instance, despite studying computing, they do not know about programming. Pupils have English lessons on a regular basis but cannot recall the grammar activities they have been doing in class. Teaching staff also lack expertise in how to use ongoing assessment to check whether pupils have understood the work they are set.

Pupils with special educational needs and/or disabilities (SEND) do not get the support they need. Teaching staff do not have a good enough understanding of the specific learning needs that these pupils have nor how to meet them. Teaching approaches are not adapted to enable pupils with SEND to access the same curriculum as others.

Teaching staff do not use information from the assessments that pupils take when they start at the school, to identify gaps in pupils' knowledge. Pupils are often unwilling to complete these assessments. Teaching staff lack expertise in how to use information from assessments to pinpoint the specific knowledge that pupils are missing. Teaching staff are also unsure about the teaching approaches that will best enable these gaps to be filled.

Approaches currently aimed at helping pupils to catch up with reading are ineffective. Some pupils are not fluent readers and are not getting the help they need, including support with phonics. The books that pupils and staff read together, aimed at helping pupils catch up in reading, are far too easy. They do not widen pupils' vocabularies, nor do they introduce pupils to sophisticated sentence structures and interesting stylistic features. For example, pupils aged between 14 and 16 years old are reading Roald Dahl's 'Fantastic Mr Fox' in class. This book is recommended for much younger pupils.

Pupils do not behave well. They regularly interrupt lessons with unruly behaviour. Staff have not had training in managing pupils' behaviour. As a result, sometimes, staff respond to pupils' poor behaviour inappropriately, making the situation worse. For instance, on occasion, staff use confrontational language with pupils. This heightens the tension and causes pupils to become angry and aggressive. Leaders record the sanctions given for poor behaviour on an individual basis. They have no overview of the sanctions that they have imposed over time. Consequently, leaders cannot evaluate whether the approaches they use are working.

Pupils' attendance is very low. Leaders' monitoring of pupils' attendance is poor. For instance, leaders do not monitor rates of persistent absence. Leaders and staff use absence codes on daily attendance registers that are not compliant with government guidance. Leaders gather termly overviews of pupils' attendance, but they do not have a sense of how well pupils are attending week by week. This means leaders cannot take timely action to tackle pupils' poor attendance. Parents do not routinely support the school by promoting good attendance. Leaders do not have an overview of the visits they make to check on pupils who are absent, or of the absence checks that host schools make. This means that they cannot easily identify pupils whose poor attendance may be indicative of wider safeguarding concerns. Weaknesses in the monitoring of attendance place pupils at risk.

The overall programme for personal development is poor and lacks coherence. It does not include a number of important elements. For example, there is no identifiable thread focusing on fundamental British values running through the programme. The personal development programme does not enable pupils to gain the knowledge and skills they need to make a positive contribution to society,

including knowledge about the different groups that are covered by the Equalities Act 2010. Staff have identified that pupils need a stronger understanding of right and wrong. However, spiritual, moral, social and cultural education at the school is under-developed. Through accredited unit qualifications, pupils receive some sex education, but there is no relationships and sex education (RSE) policy in place. Leaders have not ensured that the careers education programme is coherent and raises pupils' aspirations. Pupils receive some information about different careers and making job applications through the accredited qualifications they take. Pupils also receive some careers advice from their host schools. Leaders have insufficient oversight of the quality of careers education that pupils receive, including the guidance pupils get from their host schools.

Leaders, directors and the proprietor are not aware of the requirements of the independent school standards (ISS). They do not have an accurate view of the school's strengths and weakness.

There are no separate toilet facilities for pupils' sole use in the school, the water in the toilets is scalding hot and the first-aid room is unsuitable. The play area is shared with staff from the offices that occupy the first and second floor of the building. Sometimes, office staff smoke in the play area. Leaders, directors and the proprietor have not ensured that key systems and procedures are in place to safeguard pupils. For example, there is no admissions register, nor is there a single central record of pre-appointment checks made on staff. This places pupils at risk.

Leaders are unaware of statutory government guidance that needs to be implemented to meet the ISS. A number of policies are not aligned to the ISS. Some policies, required in order to meet the ISS, are missing. The high number of standards not met, across all parts of the ISS, means that there is a great deal for leaders to put right. At the moment, there is insufficient capacity in the school to make the extensive improvements that will be necessary if the school is to meet the ISS in the future.

Safeguarding

The arrangements for safeguarding are not effective.

The school does not employ safer recruitment practices. Leaders were not able to provide evidence to inspectors that all staff had undergone a Disclosure and Barring Service check.

Staff training on safeguarding is ad hoc and staff have limited understanding of statutory safeguarding guidance. Safeguarding documentation lacks important detail. For instance, pupils' individual risk assessments do not detail the safeguarding risks posed by their behaviours. Records relating to pupils referred to local authority social services do not include actions taken by the school. The school has not placed enough focus on working with pupils who have been referred to the local authority because of drugs issues or who have been excluded for drugs issues.

Information for the school and proprietor

- Safeguarding is ineffective. Safeguarding policies, procedures and practice are weak, placing pupils at risk of harm. Leaders, directors and the proprietor must take urgent action to rectify safeguarding weaknesses so that they protect pupils from harm and keep them safe by ensuring that:
 - all statutory pre-appointment checks are carried out for staff, supply staff, and the proprietorial body
 - a central record is kept of all pre-employment checks that are made
 - all unmet standards in part 3 are met as a matter of urgency, including ensuring there is accurate admissions register up and running
 - the site meets all standards in part 5, especially those that impact on pupils' well-being
 - record-keeping for pupils who have been referred to social services is tighter, and includes actions taken by the school
 - individual risk assessments detail the specific safeguarding risks posed by pupils' behaviours and strategies to reduce those risks
 - leaders have an overview of visits and telephone calls made for absent pupils so that they can pick up on any safeguarding issues that may arise from these checks
 - staff safeguarding training is carefully planned and evaluated so staff gain deeper knowledge of safeguarding guidance, procedures and good practice
 - there is a more comprehensive and determined approach to support pupils with drug-related safeguarding concerns, which includes partnership working with a range of external agencies and the police.
- The curriculum is poor and lacks ambition. It does not enable pupils to gain subject-specific knowledge and skills, nor does it enable pupils with gaps in their learning to catch up. Leaders need to develop the curriculum so that it is ambitious and:
 - enables pupils to know more and remember more subject-specific knowledge, skills and vocabulary
 - provides opportunities for pupils to apply that knowledge through carefully designed tasks
 - is better sequenced so that pupils have the prior knowledge they need for future success
 - topics link together, enabling pupils to understand subject-related concepts.
- Teaching and assessment are ineffective. Leaders need to ensure teaching staff are trained better so that they have stronger subject knowledge, as well as a better understanding of the methods that they can use to impart that subject knowledge, especially to pupils who are de-motivated. Teaching staff also need to develop new approaches to assessment so that they can check if pupils have

learned what they intended and identify any gaps pupils may have in their learning. Leaders need to monitor the quality of teaching and assessment more effectively so that they can identify any further training that staff may require.

- The reading curriculum does not enable pupils to gain the knowledge and skills they need to become skilled readers, especially vocabulary knowledge. It also does not enable pupils who have fallen behind in reading to catch up. Leaders and teachers should improve the reading curriculum, so that pupils gain the knowledge they need to read skilfully, and pupils can catch up quickly in reading, including by receiving support in phonics, if they need it. Leaders should also ensure that staff have training in all aspects of reading, including teaching phonics to older pupils.
- Pupils' behaviour is not well managed. Pupils routinely do not follow instructions, leading to confrontations between staff and pupils that escalate quickly. Leaders should ensure that staff receive training so that they manage pupils' behaviour better and the atmosphere in school becomes more positive. Staff should develop their expertise in teaching pupils different methods to manage their own behaviour.
- Pupils do not attend well. Leaders' oversight of attendance is weak. Leaders should strengthen the way they monitor pupils' attendance and improve their oversight on the checks made on absent pupils. In order for attendance to improve, and for leaders to be able to assure themselves that pupils are safe when not in school, they need to:
 - gather information on pupils' attendance, including persistent absence rates, in a timely manner and develop a wider range of strategies for tackling weak attendance
 - take immediate action if attendance levels are low or declining
 - use the government-approved codes when recording absences
 - work alongside parents to develop their understanding of the importance of good attendance, so that parents support the school in promoting good attendance
 - keep tighter records of any checks made on pupils' attendance by host schools, as well as any checks that school staff make, so that no pupil slips through the net.
- The personal development programme is not comprehensive enough. It does not include well-thought-out strands which enable pupils to learn about equalities, SMSC and fundamental British values. There is no RSE policy in place to guide their work in this area of personal development. Leaders need to strengthen personal development by:
 - ensuring that they follow statutory guidance on RSE
 - making sure that the personal development programme enables pupils to develop their knowledge of fundamental British values and gain positive character traits so that they contribute to society

- including strands that promote all aspects of spiritual, moral, social and cultural and equalities education
 - making sure that staff receive effective careers education, including liaising with host schools, to ensure pupils get quality careers advice
 - strengthening each of the above strands of the personal development programme so that independent school standards in part 1 and 2 are met consistently.
- Leaders' monitoring and evaluation across the school are poor. This is because they are not familiar with the independent school standards. It is also because there are very few systems and procedures in place that routinely enable leaders to collate and analyse important information. The proprietor and directors should ensure that they build capacity, so all independent school standards are consistently met. They should also make sure that there are systems in place which enable leaders to collate key information, and that leaders evaluate this information so that they gain an accurate overview of the school's strengths and weaknesses. This includes collating and analysing information about pupils' behaviour so leaders can evaluate the effectiveness of any new approaches they introduce.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	141603
DfE registration number	380/6011
Local authority	Bradford
Inspection number	10239929
Type of school	Other Independent Special School
School Category	Independent School
Age range of pupils	14 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	14
Number of part-time pupils	1
Proprietor	Omar Ditta
Headteacher	Savannah Bell
Annual fees (day pupils)	£80 per day
Telephone number	01274 270 494
Website	No website
Email address	tscltd@outlook.com
Date of previous inspection	12 to 14 June 2018

Information about this school

- All pupils in the school are dual registered at a 'host' school. Two pupils have an education, health and care (EHC) plan. The school caters for pupils with social, emotional and mental health needs.
- The headteacher and the proprietor took up their roles in April 2022.
- There are no qualified teachers presently working at the school.
- The school is situated on the ground floor of a building for commercial offices. Toilets in the school are shared with adults who work in the offices on the floor above.

- Information relating to the school on the government website 'Get information about schools' is not correct. There is currently a sole proprietor and two directors. One of the directors is also the headteacher.
- At the school's previous full standard inspection in June 2018, the school was judged good in all areas.
- The school makes use of one unregistered alternative provider, for one pupil. This alternative provision is known as Team Sport and is in Bradford.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held separate meetings with the headteacher, teaching staff and the proprietor.
- Inspectors spoke with pupils.
- Inspectors carried out deep dives in English, mathematics, science and computing. For each deep dive, the inspectors met with leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed documentation relating to the school's curriculum. Inspectors also sampled EHC plans for two pupils, as well as internal plans detailing the individual support these pupils require.
- Inspectors held telephone conversations with leaders from two local host schools that had placed pupils at this school.
- Meetings were held with the designated safeguarding lead. An inspector also reviewed records of safeguarding training, concerns and referrals.
- An inspector met with the director and the proprietor.

Inspection team

Sarah Hubbard, lead inspector

His Majesty's Inspector

Suzette Garland-Grimes

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) consider the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

- 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
- 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
 - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils-
 - 5(d)(i) while they are in attendance at the school,

- 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
- 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-
 - 9(b) the policy is implemented effectively; and
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(2) The standard in this paragraph is met if-
 - 18(2)(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 18(2)(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.

- 19(2) The standard in this paragraph is met if-
 - 19(2)(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received-
 - 19(2)(a)(i) written notification from the employment business in relation to that person-
 - 19(2)(a)(i)(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;
 - 19(2)(a)(i)(bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check;
 - 19(2)(a)(i)(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and
 - 19(2)(a)(i)(dd) that, where that person is one for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, it or another employment business has obtained such further checks as appropriate, having regard to any guidance issued by the Secretary of State; and
 - 19(2)(a)(ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;
 - 19(2)(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;
 - 19(2)(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);
 - 19(2)(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide-
 - 19(2)(d)(i) the notification referred to in paragraph (a)(i); and
 - 19(2)(d)(ii) a copy of any enhanced criminal record certificate which the employment business obtains,
- 19(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if-
 - 20(6)(a) MB-
 - 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction

made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;

- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
- 21(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
 - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
 - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.
- 21(5) The information referred to in this sub-paragraph is, in relation to supply staff-
 - 21(5)(a) whether written notification has been received from the employment business that-
 - 21(5)(a)(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and
 - 21(5)(a)(ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check,
 - 21(5)(b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and
 - 21(5)(c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.
- 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
 - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils;
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including-
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 28(1) The standard in this paragraph is met if the proprietor ensures that-
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
 - 29(1)(b) pupils to play outside.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that
 - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector[14], the Secretary of State or an independent inspectorate[15];
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(2) The information specified in this sub-paragraph is-
 - 32(2)(a) the school's address and telephone number and the name of the head teacher;
 - 32(2)(b) either-
 - 32(2)(b)(i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or
- 32(3) The information specified in this sub-paragraph is-
 - 32(3)(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
 - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

- 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which-
 - 33(f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
 - 33(g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
 - 33(h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
 - 33(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is-
 - 33(i)(i) provided to the complainant and, where relevant, the person complained about; and
 - 33(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and-
 - 33(j)(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
 - 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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